



Marion 7 School District

PO Box 1439

Rains, SC 29589

Grades	PK-12 District	
Enrollment	760 Students	
Superintendent	Everette M. Dean, Jr.	843-423-2891
Board Chair	McKeiver Williamson	843-423-6545

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Below Average	Excellent
2007	Below Average	Good
2006	At-Risk	Average
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

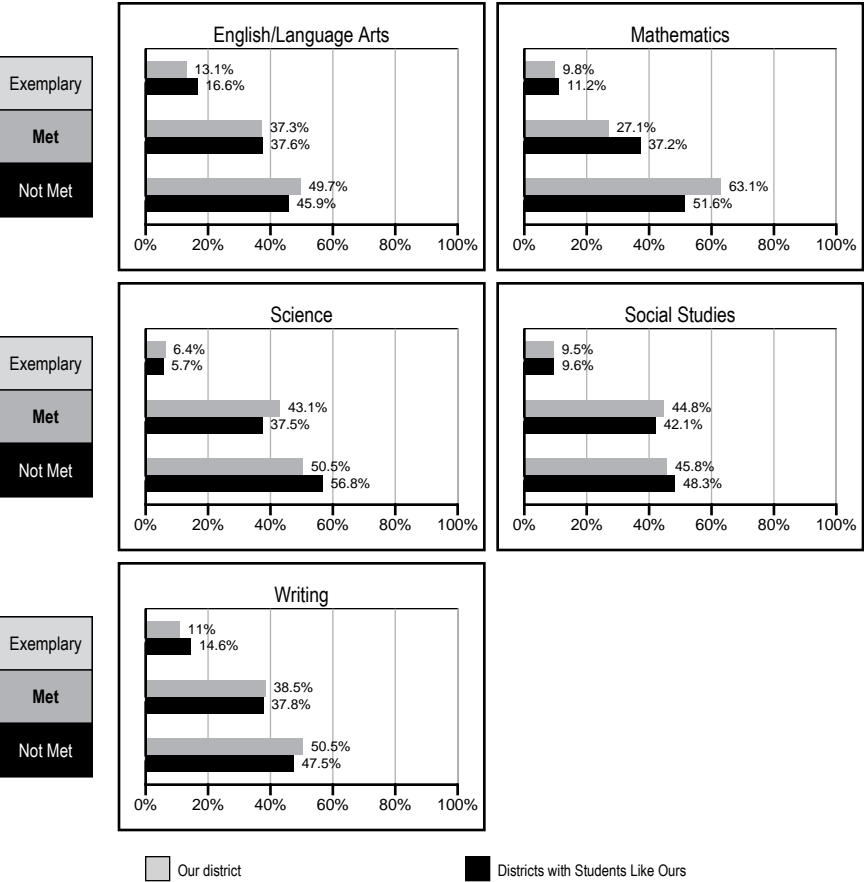
96.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	60.9%	84.1%	67.9%	60.8%	67.9%	59.9%
Passed one subtest	18.8%	7.9%	18.9%	20.9%	15.5%	21.6%
Passed no subtests	20.3%	7.9%	13.2%	18.3%	16.5%	18.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	77.5%	59.8%
English 1	54.3%	45.2%
Physical Science	24.6%	30.6%
US History and the Constitution	21.4%	19.1%
All Subjects	47.2%	39.5%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=760)				
First graders who attended full-day kindergarten	97.7%	Down from 100.0%	100.0%	99.7%
Retention rate	2.8%	Down from 5.6%	4.2%	3.1%
Attendance rate	95.2%	Up from 95.0%	95.2%	95.7%
Eligible for gifted and talented	4.1%	Down from 4.6%	4.8%	11.2%
With disabilities other than speech	12.5%	Up from 11.9%	11.4%	10.6%
Older than usual for grade	7.7%	Down from 9.9%	6.3%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.1%	0.3%	0.5%
Enrolled in AP/IB programs	0.0%	Down from 3.7%	5.8%	10.5%
Successful on AP/IB exams	N/A	N/A	34.6%	51.2%
Eligible for LIFE Scholarship	25.9%	Up from 0.0%	29.8%	30.8%
Enrolled in adult education GED or diploma programs	2	Up from 0	12	40
Completions in adult education GED or diploma programs	1	Up from 0	8	30
Annual dropout rate	2.4%	Down from 3.8%	4.1%	3.4%
Teachers (n=63)				
Teachers with advanced degrees	74.6%	Up from 67.6%	51.5%	56.8%
Continuing contract teachers	71.4%	Up from 69.1%	63.8%	76.7%
Teachers with emergency or provisional certificates	15.8%	Up from 14.3%	13.9%	4.6%
Teachers returning from previous year	85.3%	Down from 86.1%	82.1%	88.4%
Teacher attendance rate	95.9%	Up from 95.6%	95.0%	95.0%
Average teacher salary*	\$41,824	Up 3.3%	\$43,724	\$46,992
Vacancies for more than nine weeks	0.0%	No Change	2.2%	0.4%
Professional development days/teacher	28.1 days	Up from 27.7 days	13.7 days	13.1 days
District				
Superintendent's years at district	15.0	Up from 14.0	3.3	3.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 19.7 to 1	19.3 to 1	20.5 to 1
Prime instructional time	88.7%	Up from 87.6%	89.0%	89.8%
Dollars spent per pupil**	\$12,095	Up 4.4%	\$11,356	\$9,279
Percent of expenditures for teacher salaries**	43.6%	Down from 44.7%	46.7%	52.7%
Percent of expenditures for instruction**	49.1%	Down from 50.5%	51.8%	56.7%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	9.7%	Down from 19.4%	4.2%	3.5%
Average age in years of school facilities	22 Years	No Change	33 Years	28 Years
Number of schools with SACS accreditation	3.0	No Change	4.0	8.0
Parents attending conferences	98.9%	N/A	93.4%	93.9%
Average administrator salary	\$80,355	Up 4.0%	\$74,681	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	59	91.5%	271	47.2%	64	78.1%	No
Gender							
Male	29	86.2%	123	41.5%	33	63.6%	N/A
Female	30	96.7%	148	52.0%	30	96.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	12	33.3%	N/A	N/A	N/A
African American	56	92.9%	254	47.6%	58	84.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	63.6%	31	12.9%	13	30.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	52	92.3%	255	47.5%	55	81.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	91.5%	88.7%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	64	152
Number of Diplomas	50	107
Rate	78.1%	70.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	I/S	368	I/S	415	I/S	380	I/S	1163		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	14.4	13.6	16.4	16.9	15.5	14.8	15.3	16.6	15.6	15.6
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	13.9 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Marion School District Seven takes great pride in the accomplishments of its students and staff for the 2008-2009 school year. It is through a competent and caring staff, the hard work of the students, and the support of parents that students continue to improve academically and develop into contributing members of our nation, state, and community.

The school district continued to focus on implementing ambitious goals set by our district strategic/accountability plan and our school-based plans. Business and community members joined together with parents, teachers, and staff to establish these goals. These plans ensure our students receive the opportunity to attain the best possible education with the resources available.

District Seven is indeed fortunate to have highly skilled, qualified staff members. Over 80% of the professional staff has earned degrees above a bachelor's degree. Teachers and administrators continually strive to expand and enhance their skills through graduate courses, study groups, collaboration with peers, and activities sponsored by the Center of Excellence to Prepare Teachers of Children of Poverty and professional organizations.

Through cooperative efforts of the community, parents, and staff, our students will achieve at high levels in the classroom and as adults. By staying focused on what is best for our students, District Seven will continue to provide opportunities to attain a quality education.

We welcome your input and participation in all aspects of the educational process. Your support and cooperation ensure student success.

No Child Left Behind

District Adequate Yearly Progress	No
-----------------------------------	----

This district met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Corrective Action
-----------------------------	-------------------

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	0
--	---

Title I Schools' School Improvement Status

School	Status
Creek Bridge High	NI

The Marion 7 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	---------------------------------	-----------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	315	99.4	49.5	37.6	12.9	62.7	82.8	Yes	Yes
Gender									
Male	169	98.8	57.1	34.2	8.7	57.8	79.3	N/A	N/A
Female	146	100.0	40.8	41.5	17.6	68.3	86.5	N/A	N/A
Racial/Ethnic Group									
White	33	100.0	46.9	25.0	28.1	59.4	89.5	I/S	I/S
African American	270	99.3	49.6	39.3	11.1	63.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	69	97.1	84.8	12.1	3.0	25.8	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	6	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	287	99.7	51.4	37.0	11.6	61.2	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	315	99.4	63.0	27.1	9.9	53.5	78.9	No	Yes
Gender									
Male	169	98.8	67.7	23.6	8.7	47.8	77.0	N/A	N/A
Female	146	100.0	57.7	31.0	11.3	59.9	80.9	N/A	N/A
Racial/Ethnic Group									
White	33	100.0	46.9	21.9	31.3	68.8	87.2	I/S	I/S
African American	270	99.3	64.9	27.9	7.3	51.5	66.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	69	97.1	89.4	9.1	1.5	25.8	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	6	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	287	99.7	63.4	26.4	10.1	52.2	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
--	----------------------------------	----------	-----------	-------	-------------	--------------------------------	-----------------------------

Science

All Students	207	100.0	50.2	43.8	6.0	49.8	67.5
Gender							
Male	108	100.0	54.3	37.1	8.6	45.7	67.0
Female	99	100.0	45.8	51.0	3.1	54.2	68.0
Racial/Ethnic Group							
White	27	100.0	46.2	23.1	30.8	53.8	79.5
African American	175	100.0	50.3	47.4	2.3	49.7	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	40	100.0	87.2	12.8	N/A	12.8	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	2	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	187	100.0	51.4	43.1	5.5	48.6	55.1

Social Studies

All Students	205	100.0	45.2	45.2	9.5	54.8	72.3
Gender							
Male	109	100.0	42.9	44.8	12.4	57.1	71.5
Female	96	100.0	47.9	45.7	6.4	52.1	73.2
Racial/Ethnic Group							
White	20	100.0	40.0	30.0	30.0	60.0	80.7
African American	176	100.0	45.9	46.5	7.6	54.1	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	42	100.0	69.0	26.2	4.8	31.0	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	5	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	187	100.0	46.4	44.8	8.8	53.6	62.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	318	96.9	50.0	37.2	12.8	50.0	70.2	95.2	96.1
Gender									
Male	171	94.2	58.1	34.8	7.1	41.9	63.2	95.0	96.0
Female	147	100.0	41.3	39.9	18.9	58.7	77.5	95.5	96.3
Racial/Ethnic Group									
White	33	93.9	46.7	26.7	26.7	53.3	79.1	92.3	95.9
African American	273	97.1	50.2	39.0	10.8	49.8	57.6	95.7	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	N/A	97.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.6	93.6	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	67	86.6	84.5	13.8	1.7	15.5	26.1	94.7	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	75.9	96.5
Limited English Proficient									
Limited English	6	I/S	I/S	I/S	I/S	I/S	61.2	93.4	96.8
Socio-Economic Status									
Subsidized meals	289	97.6	50.9	36.6	12.5	49.1	58.9	95.1	95.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100.0	27.3	43.2	29.5	72.7
	4	57	100.0	39.3	44.6	16.1	60.7
	5	52	98.1	53.1	34.7	12.2	46.9
	6	45	100.0	70.7	19.5	9.8	29.3
	7	42	100.0	39.0	53.7	7.3	61.0
	8	74	98.7	62.5	31.9	5.6	37.5
Mathematics							
2009	3	45	100.0	52.3	29.5	18.2	47.7
	4	57	100.0	46.4	37.5	16.1	53.6
	5	52	98.1	51.0	36.7	12.2	49.0
	6	45	100.0	78.0	17.1	4.9	22.0
	7	42	100.0	61.0	29.3	9.8	39.0
	8	74	98.7	83.3	15.3	1.4	16.7
Science							
2009	3	23	100.0	56.5	34.8	8.7	43.5
	4	57	100.0	35.7	58.9	5.4	64.3
	5	26	100.0	58.3	41.7	N/A	41.7
	6	22	100.0	70.0	30.0	N/A	30.0
	7	42	100.0	34.1	53.7	12.2	65.9
	8	37	100.0	70.3	24.3	5.4	29.7
Social Studies							
2009	3	22	100.0	19.0	71.4	9.5	81.0
	4	56	100.0	12.7	67.3	20.0	87.3
	5	26	100.0	57.7	38.5	3.8	42.3
	6	23	100.0	71.4	28.6	N/A	28.6
	7	42	100.0	63.4	29.3	7.3	36.6
	8	36	100.0	65.7	28.6	5.7	34.3
Writing							
2009	3	45	91.1	20.0	45.0	35.0	80.0
	4	58	98.3	41.1	41.1	17.9	58.9
	5	52	92.3	43.5	43.5	13.0	56.5
	6	46	100.0	76.2	23.8	N/A	23.8
	7	49	100.0	56.3	39.6	4.2	43.8
	8	68	98.5	59.1	31.8	9.1	40.9

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	53	100.0	22.4	53.1	18.4	6.1	40.8	61.8	No	Yes
Male	25	100.0	37.5	45.8	16.7	N/A	33.3	57.4	N/A	N/A
Female	28	100.0	8.0	60.0	20.0	12.0	48.0	66.1	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	48	100.0	20.5	56.8	15.9	6.8	40.9	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	11	100.0	55.6	44.4	N/A	N/A	N/A	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	46	100.0	26.2	50.0	19.0	4.8	38.1	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	53	100.0	22.4	30.6	30.6	16.3	59.2	62.7	No	Yes
Male	25	100.0	29.2	29.2	25.0	16.7	54.2	61.8	N/A	N/A
Female	28	100.0	16.0	32.0	36.0	16.0	64.0	63.6	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	48	100.0	22.7	31.8	29.5	15.9	56.8	45.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	11	100.0	66.7	22.2	11.1	N/A	11.1	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	46	100.0	21.4	31.0	28.6	19.0	57.1	47.9	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	53	96.2	69.8	20.8	3.8	1.9	N/A	N/A	N/A	N/A
Male	25	96.0	68.0	28.0	N/A	N/A	N/A	N/A	N/A	N/A
Female	28	96.4	71.4	14.3	7.1	3.6	N/A	N/A	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	48	95.8	72.9	18.8	2.1	2.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	11	100.0	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	46	97.8	73.9	17.4	4.3	2.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	63	100.0	11.3	51.6	32.3	4.8	51.6	69.7
	2009	53	100.0	22.4	53.1	18.4	6.1	40.8	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	63	100.0	12.9	32.3	43.5	11.3	71.0	67.2
	2009	53	100.0	22.4	30.6	30.6	16.3	59.2	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.